

CAPTAIN OFFICER EVALUATION REPORT (OER)

1. ADMINISTRATIVE DATA				YY MM DD
a. NAME (Last, First, Middle Initial)	b. SSN	c. STATUS INDICATOR/SPECIALTY	d. GRADE	e. DATE OF RANK
f. UNIT	g. DIST - OPFAC		h. OBC	i. DATE REPORTED
j. OCCASION FOR REGULAR REPORT <input type="radio"/> Annual/ Semiannual <input type="radio"/> Detachment/Change of Reporting Officer <input type="radio"/> Detachment of Officer <input type="radio"/> Promotion of Officer		k. EXCEPTION REPORT <input type="radio"/> Special <input type="radio"/> Concurrent	l. PERIOD OF REPORT TO	
m. REPORTED-ON OFFICER SIGNATURE		n. DAYS NOT OBSERVED TAD LV OTHER	o. DATE SUBMITTED	

2. DESCRIPTION OF DUTIES:

DOCUMENTS ATTACHED:

3. PERFORMANCE OF DUTIES: Measures an officer's ability to get things done.

a. <u>BEING PREPARED:</u> Demonstrated ability to anticipate, to identify what must be done, to set priorities, and to prepare for accomplishing unit and organizational missions under both predictable and uncertain conditions.	1 <input type="radio"/>	Got caught by the unexpected. Appeared to be controlled by events/crises. Set vague or unrealistic goals, if any. Set wrong priorities. Tended not to follow existing operating procedures, plans, or systems. Not always prepared to meet responsibilities or missions.	3 <input type="radio"/>	Anticipated well. Rarely caught unprepared. Set high but realistic goals. Took prompt positive action to meet changing or unexpected situations. Skillfully used existing operating procedures, plans, or systems and "did homework" to stay well prepared for responsibilities and missions.	5 <input type="radio"/>	Always ready. Never caught unprepared. Always looked beyond the immediate events/problems. Set the "right" priorities and controlled events. Achieved highest possible state of preparation for accomplishing responsibilities and missions. Turned potential adversity into opportunity.	7 <input type="radio"/>	N/O <input type="radio"/>
b. <u>USING RESOURCES:</u> Demonstrated ability to delegate, to provide follow-up control, and to utilize people, money, material, and time effectively.	<input type="radio"/>	Misallocated resources. Concentrated on unproductive areas or overlooked critical demands. Most effective managing a narrow range of activities. Over/under managed; did not delegate wisely. Under utilized people or "burned" them out. Failed to follow-up.	<input type="radio"/>	Successfully managed a variety of activities simultaneously with available resources. Cost conscious. Delegated; got jobs done well through others. Used follow-up control effectively; required same of subordinates.	<input type="radio"/>	Unusually skillful at bringing scarce resources to bear on the most critical demands while managing a spectrum of activities. Consistently "did more with less." Returned unobligated funds instead of spending. Had the "big picture," always knew what was going on.	<input type="radio"/>	<input type="radio"/>
c. <u>GETTING RESULTS:</u> The quality/quantity of the officer's work accomplishments. The effectiveness or impact the results had on the officer's unit and/or the Coast Guard.	<input type="radio"/>	Usually obtained results, though sometimes at the cost of extra resources or lost opportunities. Met specified goals in routine situations. Results maintained the status quo.	<input type="radio"/>	Results met and often exceeded expectations. Fulfilled identified goals and requirements even when resources were scarce. Produced finished quality work and required same from subordinates. Results had a positive impact on unit and/or Coast Guard.	<input type="radio"/>	Got results which far surpassed your expectations in all situations. Always found ways to do more and do it better in spite of resource constraints. Own work and that of subordinates was consistently of high quality; never needed redoing. Results had significant positive impact on unit and/or Coast Guard.	<input type="radio"/>	<input type="radio"/>
d. <u>RESPONSIVENESS:</u> The degree to which the officer responded, replied, or met deadlines in a timely manner.	<input type="radio"/>	Needed reminding; did not report back. Tended to miss due dates or deadlines without justification. Slow or late responding to requests, memos, letters or calls. Resisted changes in policy, direction, or responsibilities.	<input type="radio"/>	Reported back; kept you informed. Dependably completed projects and met deadlines. Made timely responses to requests, memos, letters and calls. Took changes in policy, direction, or responsibilities in stride.	<input type="radio"/>	Highly conscientious; kept superiors well informed. Always completed projects early. Was unusually prompt in responding to all requests, memos, letters, and calls. Extremely flexible; responded enthusiastically to changes in policy, direction, or responsibilities.	<input type="radio"/>	<input type="radio"/>
e. <u>WORK-LIFE SENSITIVITY/ EXPERTISE:</u> The acquisition and use of both knowledge and skills to enhance the overall quality of life and general welfare of CG members and their families. The officer's interest in and level of support for CG Work-Life and related programs regardless of billet.	<input type="radio"/>	Failed to recognize importance of Work-Life in executing responsibilities to CG and personnel. Contributed to an imbalance. Showed disregard for Work-Life as management tool. Avoided opportunities to develop expertise including acquisition of essential knowledge or skills. Lacked basic understanding of principles involved and/or knowledge of organization.	<input type="radio"/>	Knowledgeable on Work-Life principles, issues, and resources. Translated that knowledge into effective action for benefit of unit and personnel. Showed appreciation for significance of Work-Life to Coast Guard recruiting, retention, and productivity.	<input type="radio"/>	Superior in-depth knowledge of Work-Life program. Directly contributed to achieving balance among requirements of unit, responsibilities of the billet, personnel, and their families. Developed innovative approaches to promote Work-Life initiatives. Actively pursued greater knowledge/understanding of Work-Life by self and others. Noteworthy examples.	<input type="radio"/>	<input type="radio"/>
f. <u>OPERATIONAL/SPECIALTY EXPERTISE:</u> The acquisition of both knowledge and skills and the demonstration of both technical competency and proficiency in an operational/specialty billet. (Includes seamanship, airmanship, engineering, commercial vessel safety, SAR, law, etc., as appropriate.)	<input type="radio"/>	Failed to meet acceptable standards or demonstrate satisfactory progress in operational or specialty qualification. Required excessive guidance or supervision. Experienced difficulty grasping concepts or demonstrating proficiency. Failed to maintain qualifications. Recommendations were occasionally unreliable. Avoided opportunities to further develop or demonstrate operational or specialty expertise.	<input type="radio"/>	Competent authority on specialty or operational issues. Excellent acquisition and application of operational or specialty expertise (knowledge and skills) for assigned duties. Needed minimal supervision. Sought increased responsibility. Recommendations were reliable. Showed steady professional growth through education, training, and professional reading.	<input type="radio"/>	Superior operational or specialty expertise (knowledge and skills). Remarkable grasp of complex issues, concepts, and situations. Rarely needed guidance or supervision. Attitude reflected a "follow my lead" approach. Rapid professional growth. An achiever. Advice typically flawless. Professional development beyond requirements. Significant achievements beyond performance of duties. Noteworthy examples.	<input type="radio"/>	<input type="radio"/>
g. <u>COLLATERAL DUTY/ ADMINISTRATIVE EXPERTISE:</u> The level of service knowledge, technical and managerial skills the officer demonstrated in collateral duties or in administrative responsibilities. (Includes CMC, morale, civil rights, committees, etc., as appropriate.)	<input type="radio"/>	Required excessive guidance or supervision in routine activities. Slow to develop or "come up to speed."	<input type="radio"/>	Rapidly acquired necessary knowledge. Very competent dealing with complex issues, problems, or situations. Adept at determining, and then applying, correct procedures to manage the department or unit efficiently and accomplish command objectives. Rarely needed guidance or supervision.	<input type="radio"/>	Significant efficiency or organizational contributions to the unit or Coast Guard, or improvements to existing methods in areas of professional responsibility. Accomplishments had wide-ranging impacts. Noteworthy examples.	<input type="radio"/>	<input type="radio"/>

4. INTERPERSONAL RELATIONS: Measures how an officer affects or is affected by others.

<p>a. <u>WORKING WITH OTHERS:</u></p> <p>Demonstrate ability to promote a team effort, to cooperate, and to work with other people or units to achieve common goals.</p>	<p>1</p> <p>○</p>	<p>Sometimes disregarded the ideas and feelings of others, or caused hostility because of failure to inform or consult. Impatient or impolite; talked too much or listened too little. Was inflexible, lost temper or control. Was slow to resolve conflicts. Not a team player.</p> <p>○</p>	<p>3</p> <p>○</p>	<p>Encouraged open expression of ideas and respected the views/ideas of others. Worked comfortably with others of all ranks/positions. Kept others informed; consulted others. Got different people and organizations to work together without mandates. Carried share of load. Helped others resolve conflicts and stay focused on team goals.</p> <p>○</p>	<p>5</p> <p>○</p>	<p>Excelled at getting all ranks/positions to work together. Skillfully used knowledge of group dynamics. Inspired cooperation among diverse individuals or groups. Stimulated open expression of ideas. Channeled group conflict into creative energy; achieved goals not otherwise obtainable.</p> <p>○</p>	<p>7</p> <p>○</p>	<p>N/O</p> <p>○</p>
<p>b. <u>HUMAN RELATIONS:</u></p> <p>The degree to which this officer fulfilled the letter and spirit of the Commander's Human Relations Policy in personal relationships and official actions.</p>	<p>○</p>	<p>Exhibited discriminatory tendencies toward others due to their religion, age, sex, race, or ethnic background. Allowed bias to influence appraisals of the treatment of others. Used position to harass others; was disrespectful; made slurring remarks. Did not hold subordinates accountable for their human relations responsibilities.</p> <p>○</p>	<p>○</p>	<p>Treated others fairly and with dignity regardless of religion, age, sex, race, or ethnic background. Carried out work, training, and appraisal responsibilities without bias. Held subordinates accountable for living up to the spirit of the Commandant's Human Relations Policy.</p> <p>○</p>	<p>○</p>	<p>Through leadership and demonstrated strong personal commitment, promoted fair and equal treatment of others in all situations, regardless of religion, age, sex, race, or ethnic background. Actively campaigned against prejudicial actions or behavior by others. Made clearly noteworthy contributions to this end.</p> <p>○</p>	<p>○</p>	<p>○</p>

5. LEADERSHIP SKILLS: Measures an officer's ability to guide, direct, develop, influence, and support others in their performance of work.

<p>a. <u>LOOKING OUT FOR OTHERS:</u></p> <p>The officer's sensitivity and responsiveness to the needs, problems, goals, and achievements of others.</p>	<p>1</p>	<p>Showed little concern for the safety, problems, needs, or goals of others. Overlooked or tolerated unfair, insensitive, or abusive treatment of others. May have been accessible to others, but unresponsive to their personal needs. Seldom acknowledged or recognized subordinates' achievements.</p>	<p>3</p>	<p>Cared about people. Recognized and responded to their needs. Concerned for their safety/well-being. Was accessible. Listened and helped with personal or job-related problems, needs, and goals. When unable to assist, suggested or provided other resources. "Went to bat" for people. Rewarded deserving subordinates in a timely fashion.</p>	<p>5</p>	<p>Demonstrated a commitment to develop and nurture a caring community in others. Personally ensured resources were available to meet people's needs and that limits of endurance were not exceeded. Was always accessible to others and their problems. Extremely conscientious in ensuring subordinates received appropriate and timely recognition.</p>	<p>7</p>	<p>N/O</p>
<p>b. <u>DEVELOPING SUBORDINATES:</u></p> <p>The extent to which an officer used coaching, counseling, and training and provided opportunities for growth to increase the skills, knowledge, and proficiency of subordinates.</p>	<p>1</p>	<p>Showed little interest in training or development of subordinates. May have unnecessarily withheld authority or over-supervised. Did not challenge subordinates' abilities. Tolerated marginal performance, or criticized excessively. Did not keep subordinates informed; provided little constructive feedback.</p>	<p>3</p>	<p>Provided opportunities and encouraged subordinates to expand their roles, handle important tasks, and learn by doing. Held subordinates accountable; provided timely praise and constructive criticism. Provided opportunities for training which supported professional growth.</p>	<p>5</p>	<p>Created challenging situations which prompted an unusually high level development of people. Unit or work group ran like "clockwork." People always knew what was going on and routinely handled the unexpected. Developed comprehensive and creative training programs; promoted a commitment to learning and personal development.</p>	<p>7</p>	<p>N/O</p>
<p>c. <u>DIRECTING OTHERS:</u></p> <p>The officer's effectiveness in influencing or directing others in the accomplishment of tasks or missions.</p>	<p>1</p>	<p>An officer who had difficulty controlling and influencing others effectively. Did not instill confidence or enhance cooperation among subordinates and others. Set work standards which were vague or misunderstood. Tolerated late or marginal performance. Flattered in difficult situations.</p>	<p>3</p>	<p>A leader who earned the support and commitment of others. Set high work standards and expectations which were clearly understood and required subordinates to meet them. Evenhanded. Kept others motivated and on track even when "the going got tough."</p>	<p>5</p>	<p>A strong leader who commanded respect and inspired others to achieve results not normally attainable. People wanted to serve under his/her leadership. Communicated high work standards and expectations which were clearly understood. Got superior results even in time-critical and difficult situations. Won people over rather than imposing will.</p>	<p>7</p>	<p>N/O</p>
<p>d. <u>EVALUATIONS:</u></p> <p>The extent to which an officer as Reported-on Officer, Supervisor, Reporting Officer, Reviewer, Administrative Reviewer, or Commanding Officer conducted, or required others to conduct, accurate, uninflated, and timely evaluations for enlisted, civilian, and officer personnel.</p>	<p>1</p>	<p>Failed to prepare and/or submit enlisted, civilian, or officer evaluations which were accurate or timely. Reports were often returned for improvement. Provided little or no counseling to subordinates. Subordinates failed to submit timely, administratively correct, or substantively supported evaluations. Failed to reject reports to subordinates that were unacceptable.</p>	<p>3</p>	<p>Prepared uninflated enlisted, civilian, and officer evaluations which were consistently submitted on time. Evaluations clearly measured performance and behavior against published standards. Narratives were fair, concise, descriptive, and contained specific observations. Few evaluations, if any, were returned by COMDT.</p>	<p>5</p>	<p>No reports submitted late or returned by COMDT for correction. No reports of subordinates submitted late or returned for correction. Rejected reports to subordinates for improvement to meet high standards. Comments were specific and always supported numerical evaluations. Set high standards for counseling subordinates.</p>	<p>7</p>	<p>N/O</p>

6. COMMUNICATIONS SKILLS: Measures an ability to communicate in a positive, clear, and convincing manner.

a. <u>SPEAKING AND LISTENING:</u>	1	Weak speaking or listening skills. Utilized inappropriate language or mannerisms. Expressed thoughts lacked preparation, confidence, common sense, or logic. Rambled or lost the audience. Failed to listen carefully. Argumentative. Identify specific situations that required better skills.	3	Accomplished speaker; comfortable in both public and private situations. Spoke in an articulate, confident, and credible manner with appropriate gestures and without distracting mannerisms. Not visibly uncomfortable in extemporaneous presentations. Listened attentively to others and the audience.	5	Displayed a remarkable ability to identify and discuss key issues, and to express thoughts clearly, coherently, and extemporaneously with credibility. Captivated and persuaded audiences. Chosen by superiors to make presentations on complex or sensitive issues, or when audience had unusual significance.	7	N/O
How well an officer spoke and listened in individual exchanges, large or small groups, briefings or public situations; demonstrated ability to express verbal thoughts clearly, coherently, logically and extemporaneously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <u>WRITING:</u>								
How well an officer communicated through written material and proofread before submission demonstrated ability to prepare or review communication for superiors, self or subordinates and to express written thoughts clearly, coherently, logically and persuasively.	<input type="radio"/>	Written material frequently required revision for clarity, lack of proofreading, or requirements of the Coast Guard Correspondence or Style Manuals.	<input type="radio"/>	Written material set example for brevity, clarity, logic, persuasion, and tact. Correspondence grammatically correct and appropriate for the audience. Conscientious proofreader. Material from subordinates reflected the same high standards.	<input type="radio"/>	Expressed complex and controversial material in such a lucid and persuasive way that achievement of stated objectives was materially aided. Meticulous proofreader. Written material responsible for unit achievement or mission accomplishment, or published material brought credit upon CG. Provide noteworthy examples.	<input type="radio"/>	<input type="radio"/>

7. SUPERVISOR AUTHENTICATION

a. NAME AND SIGNATURE	b. GRADE	c. SSN	d. TITLE OF POSITION	e. DATE
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8. REPORTING OFFICER COMMENTS:	

9. PERSONAL QUALITIES: Measures selected qualities which illustrate the character of the individual.

a. <u>INITIATIVE:</u>	1	2	3	4	5	6	7	N/O
Demonstrated ability to move forward, make changes, and seek responsibility without guidance and supervision.	<input type="radio"/>	Postponed needed action. Implemented change only when confronted by necessity or directed to do so. Often overtaken by events. May have suppressed initiative of subordinates. Was unsupportive of changes directed by higher authority.	<input type="radio"/>	Strove to do the job better. Developed new ideas, methods, and practices. Got things done. Made improvements; "worked smarter, not harder." Self-starter; not afraid of making mistakes. Supported new ideas/methods/practices and efforts of others to bring about constructive change. Anticipated problems and took timely action to avoid/resolve them.	<input type="radio"/>	Aggressively sought additional re- sponsibility. Was extremely innovative. Originated, nurtured, promoted, or brought about new ideas, methods, or practices which resulted in significant improvements to unit and/or Coast Guard. Did not promote change for sake of change. Made worthwhile ideas/practices work when others may have given up.	<input type="radio"/>	
b. <u>JUDGMENT:</u>	<input type="radio"/>	May not have shown sound logic or common sense in making difficult decisions. Sometimes acted too quickly or too late; got hung up in details, or overlooked key elements. Too often made wrong decisions.	<input type="radio"/>	Demonstrated analytical thought and common sense in making proper decisions. Used facts and experience and considered the impact of alternatives. Weighed risk, cost, and time considerations. Made sound decisions in a timely fashion with the best information available.	<input type="radio"/>	Always did the "right" thing at the "right" time. Combined keen analytical thought and insight to make timely and successful decisions. Focused on the key issues and the most relevant information, even in complex situations.	<input type="radio"/>	<input type="radio"/>
c. <u>RESPONSIBILITY:</u>	<input type="radio"/>	Usually could be depended upon to do the right thing. Normally accountable for own work. May have accepted less than satisfactory work or tolerated indifference. Tended not to get involved or speak up. Provided minimal support for decisions counter to own ideas.	<input type="radio"/>	Placed goals of Coast Guard above personal ambitions and gains. Possesses high standard of honor and integrity. Held self and subordinates accountable. Kept commitments even when uncomfortable or difficult to do so. Spoke up when necessary, even when position was unpopular. Supported organizational policies/decisions which may have been counter to own ideas.	<input type="radio"/>	Uncompromising honor and integrity. "Went the extra mile, and more." Always held self and subordinates accountable for production and actions. Had the courage to stand up and be counted. Succeeded in making even unpopular policies/decisions work.	<input type="radio"/>	<input type="radio"/>
d. <u>STAMINA:</u>	<input type="radio"/>	Performance became marginal under stress or during periods of extended work. Made poor decisions, overlooked key factors, focused on wrong priorities, or lost sight of safety considerations. Balked at putting in necessary overtime. Became rattled in stressful situations.	<input type="radio"/>	Performance was sustained at a high level when under stress or during periods of extended work without loss of productivity or safety. Stayed cool when the pressure was on. Willingly worked extra hours when necessary to get the job done.	<input type="radio"/>	Thrived under stressful situations. Performance reached an unusually high level when under stress or during periods of extended work. Productivity remained at an extremely high level with no increased risk to personnel and/or equipment.	<input type="radio"/>	<input type="radio"/>
e. <u>HEALTH AND WELL-BEING:</u>	<input type="radio"/>	Failed to meet minimum standards of weight control or sobriety.	<input type="radio"/>	Maintained weight standards. Used alcohol only discriminately or not at all; job performance and social behavior was never affected. Encouraged similar behavior in others and held subordinates accountable. Intemperate alcohol use by subordinates not tolerated.	<input type="radio"/>	Remarkable vitality, enthusiasm, alertness, and energy level. Consistently contributed at high standards. Demonstrated a significant commitment, beyond setting an example, to the well-being of self and subordinates. Contributed a leadership role in the civilian/military community outside normal duties. Noteworthy examples.	<input type="radio"/>	<input type="radio"/>

f. COMMENTS:

10. REPRESENTING THE COAST GUARD: Measures an officer's ability to bring credit to the Coast Guard through looks and actions.

a. MILITARY BEARING: The extent to which an officer appeared neat, smart and well groomed in uniform or civilian attire; conformed to military traditions, customs, and courtesies; and set standards for subordinates' performances.	1	Occasionally failed to conform to military traditions, or customs and courtesies. Unable or unwilling to consistently appear neat, smart, and well-groomed in uniform and civilian attire. Standards set in Uniform Regulations not maintained. Performance of subordinates was marginal or unacceptable.	3	The typically excellent officer. Demonstrated great care in maintaining and wearing uniforms. Meticulous grooming. Immaculate civilian attire. Precise in rendering military courtesies. Maintained military formality, precedence, etiquette, and deference to both rank and privilege. Required same of subordinates.	5	The typically distinguished officer. Clearly set standards for CG uniform and grooming excellence. Set or inspired similar standards in others. Performance of subordinates was exceptional. Exemplified the finest traditions of military customs, etiquette and protocol in very visible situations. Significant contributions or public recognition. Noteworthy examples.	7	N/O
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. PROFESSIONALISM: How an officer applied knowledge and skills in providing services to the public. The manner in which the officer represented the Coast Guard.		Misinformed/unaware of Coast Guard policies and objectives. Bluffed rather than admit ignorance. Did little to enhance self-image or image of Coast Guard. Was ineffective when working with others. Led a personal life which infringed on Coast Guard responsibilities or image.		Well-versed in how Coast Guard objectives, policies, procedures serve the public; considered an expert in some areas. Was straightforward, cooperative, and evenhanded in dealing with the public and government. Aware of impact actions/impressions may cause on others. Supported CG ideas. Personal life reinforced CG image.		The ideal officer to represent the Coast Guard. Inspired confidence and trust; clearly conveyed dedication to CG ideas in both public and private life. Worked creatively and confidently with representatives of public and government. Left everyone with a very positive image of self and Coast Guard.		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. DEALING WITH THE PUBLIC: How an officer acted when dealing with other services, agencies, businesses, the media, or the public.		Appeared ill-at-ease with the public or media. Inconsistent in application of CG programs to public sector. Flattered under pressure. Took antagonistic or condescending approach. Made inappropriate statements. Embarrassed Coast Guard in a social situation.		Dealt fairly and honestly with the public, media and others at all levels. Responded promptly. Showed no favoritism. Didn't falter when faced with difficult situations. Was comfortable in social situations. Sensitive to concerns expressed by the public.		Always self-assured and in control when dealing with public, media and others at all levels. Straightforward, impartial, and diplomatic. Applied CG rules/programs fairly and uniformly. Showed unusual social grace. Responded with great poise to provocative actions of others.		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. COMMENTS:

11. LEADERSHIP AND POTENTIAL. (Describe demonstrated leadership ability and overall potential for greater responsibility, promotion, special assignment, and command.)**12. COMPARISON SCALE AND DISTRIBUTION.** (Compare this officer with others of the same grade whom you have known in your career.)

Performance rarely up to par for a Captain. Not suitable for most Captain Billets.	Performance satisfactory, but limited in assignment potential.	A steady, reliable performer. Capable of handling a variety of Captain assignments.	A good, solid Captain. Skilled in management and leadership. Respected for views and ability to contribute to the CG and its work.	Has Flag POTENTIAL. Should be given challenging assignments and considered with peers.	Recommended for Flag selection at a future Board.	Recommended for Flag selection at next Board.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. REPORTING OFFICER AUTHENTICATION

a. NAME AND SIGNATURE	b. GRADE	c. SSN	d. TITLE OF POSITION	e. DATE
14. REVIEWER AUTHENTICATION				
COMMENTS ATTACHED (Required when the Reporting Officer is not a Coast Guard Officer.)				
a. NAME AND SIGNATURE	b. GRADE	c. SSN	d. TITLE OF POSITION	e. DATE

15. RETURN ADDRESS (Name and address to which a copy will be sent when the original is filed in the officer's record.)**16. HEADQUARTERS VALIDATION****PRIVACY ACT STATEMENT**

This information is requested under the authority of 14 U.S.C. 633 to determine an officer's suitability for promotion or job assignment. Submission of this information is mandatory. Failure to provide it could adversely affect promotion opportunities and job assignments or lead to disciplinary action.